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MINNESOTA LIBRARIES



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COLLEGE LIBRARIES

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Volume XIII

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Number 4

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MINNESOTA LIBRARIES

Volume 13

DECEMBER, 1940

Number 4

College Libraries in Minnesota

For the past several years numerous issues of this journal have been devoted to specialized treatment of various types of library activities. In publishing such numbers we have been motivated by four primary aims: (1) to assemble information about different library activities in Minnesota and thereby bring to light conditions that obtain; (2) to make this data available to those interested in planning a program of improvement; (3) to bring to librarians suggestive ideas which might prove helpful in the administration of their libraries; and (4) to stimulate group solidarity in the development of a genuine library movement for the state.

In line with these objectives this number of *Minnesota Libraries* is devoted to an examination of college libraries in Minnesota. It is especially fitting that this be done since there is little information on them available to those working directly within this field of library activity.

In planning this number a special report form was designed by the Library Division for recording the statistical data on college libraries during the academic year 1938-39. This was mailed to all head librarians of liberal arts, teachers, and junior colleges.

Statistics are published elsewhere in this issue for 27 out of the 29 colleges in the state coming within the scope of this study. The University of Minnesota was excluded for obvious reasons. Two junior colleges were excluded also: one failed to return the report form, while the other submitted statistics too unreliable for publication.

The contributed articles printed on the following pages are based upon the data turned in by the college librarians. After reports were mailed back to the Library Division, one librarian from each type of college was asked to write an interpretive article. In addition Mr. Frank Walter, the University librarian, was requested to read all the articles, to scrutinize the statistics and, by way of summation, to contribute an article of his own on college libraries in this state.

These articles together with the college library statistical tables should serve to give the reader a fairly reliable picture of library conditions in the college field. They also should be informative to college presidents or deans interested in developing their libraries so that they may play a more effective part in the educational set-up. The tables enable each institution to measure its own book holdings, appropriations, professional staff, salaries, etc., against that for the group as a whole. Such a measurement should be not only illuminating but also suggestive, and should lead to a definite program for the improvement or development of each college library.

And finally this study should provide college librarians themselves with the kind of comparative data they have long needed and desired.—L. F. Z.

Some General Thoughts on Minnesota College Libraries

FRANK K. WALTER

Librarian, University of Minnesota

The group of papers on college libraries by Miss Larson, Mr. Houkom and Mr. Settelmayer is significant in being perhaps the first joint attempt to describe conditions in these libraries in Minnesota. The peculiar problems of each type — junior college, liberal arts college, and teachers college — are stated fairly. No attempt to hide unfavorable comparisons is made, but there is no wail of self-pity or high pressure attempts to change conditions against insuperable handicaps.

A particularly commendable feature is the frank admission that the statistical technics employed share the general weaknesses of nearly all social statistics of the present in presenting only a partial picture. This partial picture if misunderstood may lead to wrong conclusions. The writers have been more than ordinarily careful to guard against the probability of such misunderstanding. Little if any serious criticism can be made of their data or their conclusions.

Considering the specific purpose of the papers, there is room for some additional general observations on the college library situation in the state. Every library is directly dependent on prevailing educational conditions of its time and place. College libraries are more dependent in this respect than popular public libraries are. The place the popular public library makes for itself is to a considerable degree self-determined. That of the college library of any kind is definitely subordinated to the general educational policy and curriculum of the institution of which it is a part.

This fact is recognized in the three papers under discussion. Direct service to the institution of which the library is a part rather than general community uplift is emphasized. There is no mention of the general extension features so common to popular public libraries. The writers agree that more professionally trained staff members and

more books are the chief desiderata in colleges of all kinds and that intensive cultivation of their local fields is their prime duty.

The best means of supplying these two major needs are not too specifically discussed. They cannot be easily demonstrated by statistical method. The deficiencies of college libraries generally may spring from apparently opposing reasons. In the case of the junior college the high school tradition persists. There are outstanding school administrators who realize that a junior college, if it is to be a college, must follow the better colleges in wider reading by students in the broader field which entrance into the college field implies. The strong opposition of many schoolmen to requiring really professional service of any kind in even fair-sized high schools indicates that such recognition of the library as an essential part of a good school is not at all universal in this state nor is it always supported by public opinion.

As long as this is the case, the full-time school or junior college librarian will stand little chance in competition with an athletic coach capable of developing winning teams or even with popular music directors or dramatic coaches. Whether this popular rating of relative values is correct may be debatable, but it is hard on libraries. A growing number of British librarians and a very much smaller number of Americans are beginning to think the average public library may tend to become a recreational rather than an educational center and consequently to be considered a luxury rather than a public necessity. Such a statement in the average American library convention would almost subject the speaker to professional ostracism, but its truth or falsity is worthy of consideration because of the reaction on libraries of all kinds.

The college library is already affected to some extent by failure on the part of the students to distinguish between the two types

of library work. It would be most unfortunate if the idea of pleasure rather than of educational profit should be too greatly emphasized. Whatever the cause, there is much missionary work to be done with school administrators, school board members, and teachers before the desired increases in books and trained staff can reasonably be expected.

The logical place for teaching and demonstrating the value of high school and junior college libraries is the teachers' college. Miss Larson's analysis shows that the teachers' colleges of the state in general have a considerable distance to go before they can be considered adequately equipped to accomplish as much as they should in this line. The introduction, in inadequately equipped teachers' colleges, of training courses for school library administrators and the neglect of courses for training teachers in the use of the library may actually hinder rather than promote school library use.

Aside from the University of Minnesota, which is the only institution of real university rank, there are fourteen liberal arts colleges in the state. With the exception of Carleton, in which the resources of several earlier church colleges and schools are combined, they are still under specific church control. This naturally limits their curricula and financial resources. They attempt relatively little research work and, consequently, buy little research material. Being largely dependent on private donations as well as on student fees, their libraries are often composed in large part of older books, once authorities in their fields, but now obsolete as agencies for current instruction.

There is much valuable source material in these older books which is unused because of a lack of general knowledge of its location. It is usually unavailable as inter-library loan to other college libraries because of the lack of a central union catalog or specific cooperation among the colleges. A few instances may be cited. Relatively few even in the state know of the *Lincolniana* at Carleton or that at Macalester, which was assembled by its first president, Dr. Edward G. Neill, one of Minnesota's real educational pioneers. The collections of church history at St. John's, Augsburg, Hamline and St. Olaf are by no

means as widely known as they should be by specialists in theology and history.

There are obvious difficulties in the way of cooperative action in inter-library loans among these colleges. There are many advantages which would result from such coordinated service. The establishment and conduct of some such system is a problem challenging the efforts of the librarians of these colleges. Its successful solution would help supply in part the existing inadequacy of service to the faculties and, perhaps in some degree, release funds for greater supplies of books to the students.

Providing adequate competent library staffs is even more difficult. Aside from the Catholic colleges, which can have at their disposal the services of suitably trained members of their communities, the matter is largely a financial one. The growing pressure for expanded courses of study to provide more vocational equipment for growing numbers of students is almost a matter of life and death to many liberal arts colleges. They are pressed at one end by the increase of junior colleges. At the other, they must meet the trend toward specialization in fields in which extensive and expensive equipment is indispensable. Books, like other equipment, must be replaced and increased. Unlike the operation of intricate mechanism, unskilled use of books or even the lack of them does not always betray itself. College authorities who would not think of turning laboratory service over to an untrained janitor see nothing inconsistent in expecting an immature student, unskilled in the use of books and ignorant of the contents of most of them, to give satisfactory library service to faculty members who are presumably specialists and to students who are presumably on the way to becoming well-informed in their respective fields of study.

Mr. Houkom's statistical analysis shows conditions ranging from decidedly unsatisfactory to better than average. As he indicates, the statistics show only part of the situation. It is evident that the colleges near the University of Minnesota profit by the library permits issued to faculty members of other colleges. It is equally true that a church college freed from a special salary budget

may use a greater portion of its funds for books. It is natural that St. John's University, with its Benedictine traditions, should rank high in the relative number of volumes and low in the use of books outside the library rooms. This does not necessarily mean that the books are unused.

The most encouraging feature common to the three papers is the evident increase throughout the state in college library resources and their use. Some of this may be due to pressure from external accrediting boards. More of it is probably due to demands for better library service from more faculty members who have received at least their advanced training in institutions with good libraries. Unless some disastrous condition of state or nation-wide scope prevails, there is every reason to hope that interest in college library efficiency will further increase and that

this interest will lead to more well-selected books in more college libraries administered by larger and more competent staffs.

The formation of a special college group in the Minnesota Library Association to discuss the problems peculiar to the group will in no way interfere with the development of popular public libraries of the state. It should rather promote more special studies in the college library field which would lead to better solutions of troublesome problems peculiar to the group and help unify the work of the different types of colleges of the state and their libraries. If this can be done even partially in the colleges, every public library, large or small, with college-trained men and women among its patrons, should profit by their interest in having more and better books in the public library to continue the reading habits they should have formed in college.



Library Extension

The Executive Board of the American Library Association, at its meeting in Chicago on October 9, 1940

VOTED, That in this time of national emergency the Executive Board reaffirm its conviction that the extension and equalization of library opportunity on a national scale in the United States is and must remain a major concern of the American Library Association.

Current experience shows that modern warfare is not so much a struggle with lethal weapons as with spiritual and intellectual ones.

It is of prime importance to the national defense of this country that not only the individuals directly engaged in defense activities, but all citizens have access to books for reading, study and training. To leave forty-seven million individuals in the United States and Canada without library service is to weaken our national armor.

Liberal Arts College Libraries—An Evaluation

ALF HOUKOM

Librarian, St. Olaf College

The compilation of library statistics from year to year makes a good basis for comparison: it is a measurement of quantity and capacity which produces a certain amount of satisfaction. But, after all, it is a superficial study of the problems involved; fundamentally, numbers do not constitute an approach to a sound and permanent solution of the services libraries are called upon to administer. A true evaluation from this angle alone is not possible since the bigness of the figure often introduces a false perspective of what is actually done. A small book collection wisely selected and properly administered may contribute and transmit effective library functions to the institution it serves. The educational philosophy of a college more than often places its library with respect to the extent and the quality of its work. In order to discover a qualitative standard as a true expression of what is accomplished, several criteria are worthy of study—the kind of books in the library, the completeness with which the administration of the library meets the specific aims of the college, the competency with which the methods of instruction are integrated with the services of the library, and the adequateness with which the general reading interests of students and faculty members are satisfied.

The libraries of thirteen Minnesota liberal arts colleges reported statistics for the college year 1938-1939. (St. Mary's College has no report.) Data covering twenty-four factors were assembled. These are listed below:

- *Student enrollment
- *Number of faculty members
- *Volumes in library
- *Volumes lent for home use
- *Reserved book loans
- *Number of employees—Professional
- Number of employees—Sub-professional
- Number of employees—Clerical
- Number of employees—Student
- *Salary, Chief librarian
- Hours per week of professional staff

Number of days vacation with pay

- *Receipts—College income
- *Receipts—College allotment to library
- *Receipts—Per cent of income to library
- Receipts—Gifts, endowments
- *Receipts—Total income
- *Expenditures—Staff salaries
- *Expenditures—Student service
- *Expenditures—Books, periodicals, binding
- *Expenditures—Book expenditures per student
- Expenditures—Other
- Expenditures—Total
- Expenditures—Library expenditures per student

If a graph is visualized, drawn to show the relation between the enrollment in these Minnesota colleges with the median of library service and the average of library service for fifteen of the factors just enumerated (those which are starred), two facts are evident. First, library service and student enrollment are not necessarily correlative—that is, from a quantitative standpoint. The colleges with the lowest enrollment (College of St. Benedict and College of St. Scholastica) rank high in library service. Only two institutions above the median in enrollment (Carleton College and College of St. Catherine) provide library service and facilities which can be described as excellent. In the second place, the correlation between the median of library service and the average of library service is very close.

If an attempt should be made to grade, or rank, the college libraries within the state, the classification would appear as follows:

- | | |
|---------|--------------------------------------------------------------------------------------------------------------------------------|
| RANK I | Carleton College
College of St. Benedict
College of St. Catherine
College of St. Scholastica
St. John's University |
| RANK II | College of St. Thomas
Gustavus Adolphus College
Macalester College |

RANK III Concordia College
Hamline University
St. Olaf

RANK IV Augsburg College
College of St. Teresa

If a more specific term is desired to describe the different ranks, the following words might be substituted:

RANK I Superior, or Excellent
RANK II Good, or Above average
RANK III Fair, or Average
RANK IV Poor, or Below average

No doubt such a classification is unjust to some libraries more than to others; but if we bear in mind that the basis of comparison is quantitative, the grouping is at best incomplete, not definitive. On the other hand, a comparison among the colleges within the state as a means of measurement is more fair than with libraries in institutions outside of the state. The colleges of one state have grown and developed in the same environment under the same state educational policies and with practically the same purposes in view, although arrived at through variant approaches.

But if the comparison is extended to the 54 small college libraries reporting statistics in the *Bulletin* of the American Library Association for February, 1940, the results are not so favorable to the thirteen liberal arts college libraries of Minnesota. These 54 college libraries are located in practically all sections of the United States (among which are three Minnesota college libraries: Carleton College, College of St. Catherine, and Concordia College); all have a student enrollment of less than 1,000 and their book stock ranges from 25,000 volumes to 241,000 volumes.

In making a comparison with these colleges a vital element in the quantitative measurement of college library effectiveness was the financial support given them. A vivid picture of this relationship is shown in the printed graph. The factors of student enrollment, total college expenditures, total library expenditures, library salary expenditures, and salary of the chief librarian were made the basis of this comparison.

The libraries of the thirteen Minnesota colleges fall far behind the 54 small college

libraries in all factors but one — student enrollment.

In the following tables more items of comparison are shown. Table I places the libraries according to the number of volumes per student:

TABLE I
Number of Volumes per Student

College of St. Teresa	36.75
Augsburg College	41.1
Macalester College	41.25
College of St. Thomas	41.65
St. Olaf College	42.11
Concordia College	50.41
Gustavus Adolphus College	51.56
Hamline University	56.24
College of St. Scholastica	62.82
College of St. Catherine	65.45
College of St. Benedict	78.89
St. John's University	141.13
Carleton College	147.75

The number of volumes per student loaned for home use is illustrated by Table II:

TABLE II
Volumes per Student Loaned for Home Use

Augsburg College	2.6
Macalester College	11.38
College of St. Teresa	12.42
Concordia College	12.48
Gustavus Adolphus College	18.16
College of St. Thomas	18.18
Hamline University	19.49
St. Olaf College	19.92
College of St. Scholastica	26.64
Carleton College	32.18
College of St. Catherine	40.16
College of St. Benedict	44.97
St. John's University	

The statistics for the Reserved books loans are subject to two limitations: the curricula of the different colleges vary much as to the requirements for assigned reading, in the number of courses and in the type of reading demanded. Secondly, the methods of recording loans of reserved books are not standardized.

A study of the college libraries based on a grouping according to size of book collection is pictured in Table III. The proportionate amounts of the total library budget which is spent for books, periodicals, and binding are

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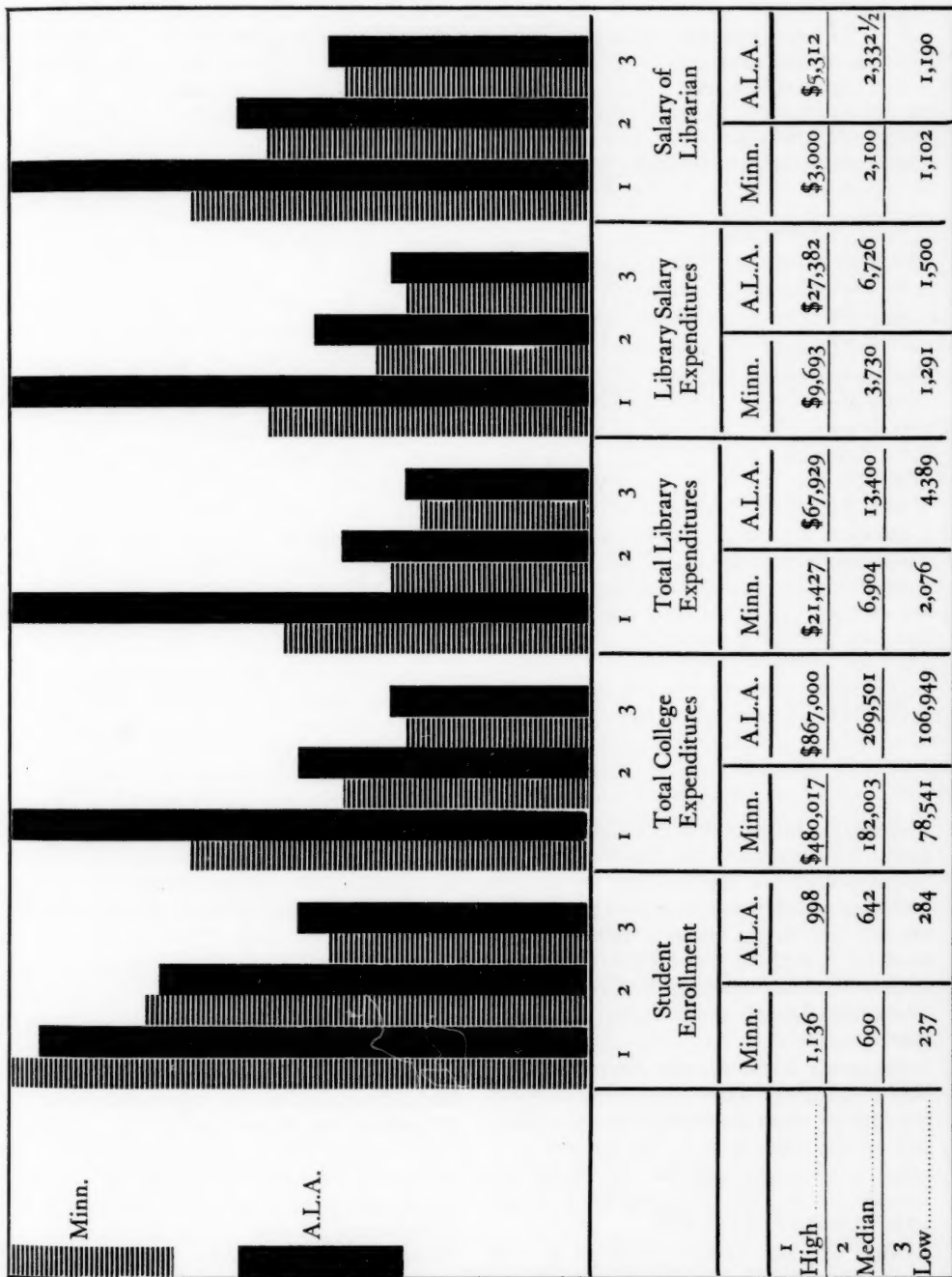


TABLE III

Libraries grouped according to size of book collection	Proportionate amounts of total library budget spent for		Per student expenditures for Books, Periodicals, Binding	Per student expenditures for Salaries
	Books, Periodicals, Binding	Salaries		
CLASS A				
(More than 100,000 volumes)				
Carleton	47.5 %	49.61%	\$11.89	\$11.31
CLASS B				
(50,000 to 100,000 volumes)				
St. Catherine.....	43.8 %	55.28%	\$ 9.33	\$ 4.26
St. John.....	34.7 %	..... *	7.26 *
CLASS C				
(20,000 to 50,000 volumes)				
Macalester	47.4 %	42.01%	\$ 7.60	\$ 6.73
Gustavus	42.1 %	57.9 %	5.20	7.16
St. Scholastica	41.3 %	..... *	6.26 *
St. Thomas	36.9 %	..... *	4.98	7.45
St. Olaf	34.7 %	55.73%	4.57	7.24
Hamline	32.5 %	61.23%	3.31	6.23
Concordia	24.9 %	65.51%	2.68	6.84
St. Teresa .....	.....	..... *	4.53 *
CLASS D				
(Less than 20,000 volumes)				
Augsburg	22.9 %	75.2 %	\$ 1.11	\$ 3.47
St. Benedict	20.03%	..... *	5.78	37.49 *
				(contributed services: \$8,496)

compared with the proportionate amounts spent for salaries. The expenditures for books, periodicals, and binding per student and the expenditures for salaries per student are also given. A similar comparison was made of university and college libraries in *A Survey of Libraries in the United States* (American Library Association, 1926. Volume I).

Summing it all up, the libraries in the Minnesota liberal arts colleges do not strike the average when measured with other libraries of the same type in the country as a whole. This fact may be due to several reasons: our youth may account for it in part; none have reached maturity.

After all, the American college is very much like an over-grown boy—the bones and joints are in place and move, but they

tend to jangle and stray out of their course. Nerves are functioning, but they lack directive powers; the angular contours are thrust out so as to collide, or rub, with a number of things.

So the libraries in these institutions—in a more significant sense. They manipulate machinery with precision, but want proper financial backing to vitalize their technique. They boast collections of a sort, but very often reveal little or no purposeful objective in their planning and buying. The libraries fall short not because of a lack of good books so much as in failing to get the right reader at the right time. They are weak, not due to a deficiency of fine methods, but because library staffs do not have the personalities who can put life and blood into procedures and processes.

*Contributed services.

An Appraisal of Teachers College Libraries

BEULAH M. LARSON

Assistant Librarian, Duluth State Teachers College

Of the 14,425 students enrolled in the 27 colleges of Minnesota during the school year 1938-1939, records show 3,550 students or 24.6% in the six state teachers colleges, 8,342 or 57.8% in the thirteen liberal arts colleges, and 2,533 or 17.6% in the eight junior colleges.¹

In 1934 the elementary and secondary schools of the United States employed 847,120 teachers,² 20,674 of whom taught in the elementary and secondary schools of Minnesota. The fact that teachers college graduates fill many of these positions emphasizes the importance and need of high standards for this type of institution. Examination of standards for educational institutions involves attention to the place of the library as a unit in their educational function; consequently, this discussion is concerned with the libraries of the Minnesota teachers colleges.

Evaluation of the library's effectiveness includes careful scrutiny of the aims of the institution. Assuming, for this discussion, the general objective of teacher training, common to teachers colleges, the libraries in each of the six Minnesota schools may be pictured by the application, in part, of the three objective measures used by Dr. Douglas Waples³: holdings of books and periodicals; financial support of the library; and the use of the library by students and instructors. The holdings will be analyzed quantitatively rather than by subject and will therefore not measure effectiveness in relation to certain subject fields in individual institutions. The use of the library will be limited to use evidenced by total records of books loaned.

The effectiveness of each of the six libraries as well as the group as a whole may in

turn be estimated by comparison of the results of certain measures with the figures found in "typical" or average teachers college and normal school libraries in studies by Mr. Foster E. Mohrhardt of the Advisory group on academic libraries,⁴ the American Library Association,⁵ and Dr. George W. Rosenlof.⁶ Numerous other studies have been made, based on investigations of various numbers of institutions, but selection of these three studies for this discussion was based on two facts: first, they represent institutions of somewhat like size; and second, the other studies reveal similar average figures. The Barcus study,⁷ although one of the more recent, represents the larger teachers college.

Interesting to note in regard to standards is the shift during recent years, from quantitative to qualitative requirements. In 1931, the American Association of Teachers Colleges recommended as minimum standards for each library, 25,000 volumes (by 1940), 150 periodicals appropriate to academic, cultural, and professional needs of the institution, a training school library, three full-time professionally trained librarians including the training school librarian, reading room seating capacity for from 20 to 25% of the student body, and 7% of the total school budget for library expenditures.⁸

The statement of policy relative to accrediting of institutions of higher education for the North Central Association⁹ includes, "The library should provide the reading facilities needed to make the educational program effective, and there should be evidence that such facilities are appropriately used." Estimation of the adequacy or the "effectiveness" of the library, according to

¹All statistics for Minnesota institutions are for 1938-1939 unless otherwise indicated.

²U. S. Office of education. *Statistics of higher education, 1933-34*. (Bull. 1935, no. 2.) Wash. Govt. print. off., 1937. p. 14.

³*The library*. (Evaluation of higher institutions, v. 4.) Chic. Univ. of Chic. press, 1936. p. 2.

⁴Unpublished study.

⁵Danton, J. P. *Library statistics from institutions of higher education, 1936-37*. American library association bulletin. 32:120-3, 125. F. 1938.

⁶Library facilities of teacher training institutions. *School executives' magazine*. 51:64-6. 1931.

⁷Barcus, T. R. "Typical" teachers college library. *Library journal*. 63:861-3. N. 15, 1938.

⁸Rosenlof, G. W. op. cit.

⁹U. S. Office of education. *Accredited higher institutions, 1938*. (Bull. 1938, no. 16.) Wash. Govt. print. off., 1938. p. 30.

the statement, will be based on the holdings of standard works of general and special references, of periodicals, and number and variety of books; on the use of the library by students and instructors; on the salaries and qualifications of the staff; on the library expenditures over a period of years; and on administrative practices relating to the library.

Because the Minnesota schools with a median enrollment of 605, high 863 and low 337 fall into the group of the "medium" or "smaller" teachers colleges, the Mohrhardt, A. L. A., and Rosenlof studies, and some figures directly from the Statistics of Higher Education, 1933-34,¹⁰ were selected for comparisons. Mr. Mohrhardt's figures compiled from the Statistics of Higher Education, 1933-34, covering 236 teachers colleges and normal schools, show an average date of founding as of 1889; average enrollment, 577; and average number of books, 24,000. Institutions numbering 182 supplied data for budgets giving an average of \$6,833, or 4.1% of the total school budget (based on 183 reports). The second of Dr. George W. Rosenlof's two studies, made in 1931, revealed, on the basis of 133 institutions, an average of 19,772 books, a staff of 3 professionally trained full time librarians, and a budget of 5.17% of the total college budget, from 122 reporting schools.¹¹

The A. L. A. report¹² of 40 institutions, 37 teachers colleges, and 3 normal schools selected for a sampling, show the "typical" teachers college to have 56 faculty members; 678½ students; and annual budget of \$165,199.50, \$9,470 or 5.7% of which was expended on the library, \$3,800 for salaries and \$3,090.50 for books, periodicals and binding; 26,073 volumes; and 2½ library staff members, two of whom had professional training, scheduled for 40 hours work per week. Of the 40 institutions studied 46% had fewer than 25,000 volumes indicating, in addition to the average enrollment, that the small as well as larger teachers college is represented.

Shifting attention to the six institutions in Minnesota, the "typical" teachers college,

according to 1938-39 figures, was founded in 1884, had 605 students, 48 faculty members, and an annual income of \$182,249. The library had 22,479 volumes; 2½ staff members, two of whom had professional library training, scheduled for 39 hours of work per week; received \$8,256 or 4.6% of the total college income; and in 1938-39 expended \$8,251 or \$16.54 per student including \$4,983 for staff salaries, \$2,554 for books, periodicals, and binding, and \$516 for miscellaneous items. Expenditure for books per student was \$5.17.

BUDGET AND EXPENDITURES

According to the percentile distributions presented by Dr. Waples¹³ as measures for relative standings of comparable institutions, the "typical" Minnesota teachers college with 605 students falls in the sixth percentile for expending \$2,554 for books, periodicals, and binding in one year, and in the eighth percentile for a weighted annual expenditure per student for library salaries.

If the expenditures for the individual schools from the viewpoint of these two measures are examined, the data for amounts expended for books, periodicals, and binding place Bemidji and Moorhead in the fifth percentile¹⁴ with \$2,218 and \$2,147 respectively; Duluth and Mankato in the seventh percentile with \$3,131 and \$2,891 each; St. Cloud in the ninth percentile with \$6,985 which included the Carnegie Corporation grant for books; and Winona with an expenditure of \$1,946 in the fourth percentile.

The weighted annual expenditures per student for library salaries place Bemidji, Duluth, and St. Cloud in the tenth or highest percentile with \$10.98, \$10.56, and \$12.05, respectively; Duluth almost exactly on the line between the ninth and tenth percentiles; Winona in the ninth percentile with \$9.13 per student; Moorhead in the eighth percentile with \$7.92 per student; and Mankato with second largest enrollment in the sixth percentile with \$6.53 per student.

¹⁰U. S. Office of education. *op. cit.*

¹¹Rosenlof, G. W. *op. cit.*

¹²Danton, J. P. *op. cit.* p. 123, 134-6.

¹³Waples, Douglas. *op. cit.* p. 36-7.

¹⁴Percentile placements are approximate. The scale is made on \$10,000 groupings.

In the Waples study the figures were based on an annual average expenditure over a five year period for books and periodicals.

Omission of data for expenditures for books and periodicals per student reflects the generally known fact that number of students is not a determining factor for funds for new books. The books needed by a teachers college library will be determined by the aims of the school, resulting in certain titles common to all libraries since all institutions offer certain basic courses requiring standard collateral reading and other reference sources. Likewise, the annual additions of new titles depend more upon the number and kinds of courses given than upon the number of students. A large enrollment affects the need for duplicate copies, but usually the amount spent for duplicate copies is not a large per cent of the total book budget. The 1931 standards of the American Association of Teachers Colleges recommended that not more than 15 per cent of the total book collection be duplicate copies.

The six institutions were arranged in rank order by enrollment, and rank order also was found for amounts expended for books, periodicals and binding, total library salaries, total library expenditures, and library expenditure per student. Digressions from the rank order of enrollment were found to be greatest in the instances of the expenditures for books, periodicals and binding, and in the total library expenditure per student, with less variation from the rank order of enrollment for the other items.

BUDGET — INCOME

In Mr. W. M. Randall's study of college libraries¹⁵ an average of 9.3% of the total college income was allotted to the library; the Mohrhardt study¹⁶ of 236 teachers colleges and normal schools revealed 4.1% on the basis of 183 reports; and the American Association of Teachers Colleges¹⁷ recommends as a minimum standard 7%. The

median of 4.6% of the Minnesota schools falls noticeably below the standards and the Randall study but slightly surpasses the average found in the Mohrhardt study. St. Cloud with 6% of the college income most nearly approaches the minimum standard. Duluth with 5%; Bemidji, 4.8%; Moorhead, 4.4%; Winona, 4.1%; and Mankato, 3.9% make a presentable rating compared to the averages in the other teachers college studies; but serve to emphasize that the teachers colleges as a general group fall far below the standards as well as the averages for schools of the other types.

STAFF

The Teachers College Subcommittee standards require 3 full time professionally trained library staff members including the training school librarian. Throughout this analysis the training school and its library, an important department of every teachers college, has been represented in composite data of the teachers college library.

The Rosenlof study shows an average of 3 staff members; the A. L. A. survey gives 2½ members, 2 of whom are professionally trained; the average for the six Minnesota institutions is 2½ professionally trained staff members. The A. L. A. survey shows the "typical" staff salaries to be \$3,800, \$2,085 for the head librarian and a median range from \$1,250 to \$1,750 for professional assistants. Staff members in the Minnesota institutions have a median expenditure for library salaries of \$4,983 with \$2,125 for the head librarian. Although the median number of staff members is 2, the salary data offer wide variation since, in some instances, the total salary figures represent the entire year; in others, the academic year or regular session with additional compensation for summer sessions. In Bemidji, Duluth, Mankato, and Moorhead the salary does not include the summer session while the St. Cloud salaries are for eleven months and Winona, for 10½ months. Salary expenditures per student have been mentioned with general library expenditures.

¹⁵College library, Chic. A.L.A. and Univ. of Chic. press. 1932. p. 14.

¹⁶Barcus, T. R. op. cit.

¹⁷A.L.A. School libraries committee. Teachers college sub-committee. *Library standards for the teachers colleges and normal schools*. Educational administration and supervision. 17:499-511. 1931.

Comparative Surveys*

Items	Mohrhardt study (236)	U. S. Biennial Survey (252)	Rosenlof study 1931 (133)	A. L. A. Survey (40)	Minn. Teachers Colleges (6)
Date of founding.....	1899	.....	.....	.....	1884
Enrollment	577	539	.....	678½	605
Faculty .....	.....	42	.....	56	48
Total college budget.....	.....	\$141,070.00	.....	\$165,199.50	\$182,249.00
Library budget	\$ 6,833.00	(239) \$ 5,319.00	.....	\$ 9,470.00	\$ 8,256.00
Percentage of total budget for library..	4.1%	3.8%	5.17%	5.7%	4.6%
Vols. in library.....	24,000	(122) 19,793	19,772	26,073	22,479
Circulation—home use .....	.....	.....	.....	28,378	33,284
Circulation—reserved books .....	.....	.....	.....	66,654	13,753
No. on library staff (professional).....	.....	.....	3	2½	2½
Scheduled hrs. per week.....	.....	.....	.....	(2 prof. tr.) 40	(2 prof. tr.) 39
Vacation (days with pay).....	.....	.....	.....	18 (no sab- batical leave)	no sabbati- cal leave

HOLDINGS AND USE

In the analysis of holdings and use, holdings indicate books exclusive of bound periodicals, although no definite indication that all reports were uniform in this respect appeared in these data. "Use" of reserved book loans is assumed to be for overnight use excluding records of reserved book use in the library. The figures comprise total books loaned to students and faculty.

In the A. L. A. survey the median book-stock of 26,073 volumes had median circulation records of 28,378 books loaned for home use and 66,654 reserved books including overnight loans. This survey indicated that the median of student enrollment and faculty of 734½ (678½ students and 56 faculty members) had a median of 129.38 books per capita for the total circulation and 38.63 books per capita for books loaned exclusive of reserved books. Reserved books loaned show a median of 98.2 books per student.

Median figures for the six Minnesota teachers colleges are: holdings 22,479, volumes loaned for home use 33,284, reserved book loans 13,753, or a total of 47,037 vol-

umes loaned. The median loan of total books circulated to 653 students and faculty members is 72 books per capita, of loans exclusive of reserved books, 50.97 books per capita, and of reserved book loans, 22.73 books per student. Two schools, Bemidji and Winona, did not report reserved book loans. Duluth's figure of "volumes loaned for home use" includes the reserved book loans. Data received from the other schools give no indication whether or not the two items overlap.

The median of 50.97 books loaned for a two weeks period per capita (faculty and students) in Minnesota teachers colleges surpasses the 38.63 books per capita for the "typical" teachers college in the A. L. A. survey for the number of books loaned exclusive of reserved books. Minnesota's median of 22.73 reserved books loaned approximates but one-fourth the 98.2 median of the A. L. A. survey for the same item.

While the comparison of records of use as measured by books loaned shows the Minnesota teachers colleges to be, in general, comparable to the typical or average teachers college in the light of other studies,

*Figures in parentheses with studies indicate number of school reporting.

it should be noted, nevertheless, that a record of numbers of books loaned in total, or per student, or per capita for students and faculty is an inadequate measure of the effectiveness of the book collection. Individual student reading record cards serve as one type of tool for measuring use. A check of holdings against a standard list and individual needs for each institution in consideration of its objectives aid in determining the adequacy of the holdings.

CONCLUSION

Although Minnesota teachers colleges in many measures approach and, in some instances, equal the "typical" or "average"

teachers college as revealed by surveys, the fact should be clearly faced that institutions of this type need to make every effort to raise standards and achievements in order to be accepted completely as institutions of higher education in academic circles. The trend of the statistics in reports of the next ten years should be of such nature that the "average" or "typical" teachers college will have larger budgets, that the library will have a larger per cent of the total college budget, that the holdings will consist of greater numbers of selective titles, and that the staff will be adequate to administer policies and promote effective use of the library by students and faculty.



What To Do Now

What, under these extraordinary circumstances [due to world conditions], are the special duties of librarians and the A.L.A.? Categorically (for brevity) I list some possible answers:

Expand and intensify our efforts to increase understanding and appreciation of American democracy;

Help make democracy work by encouraging reading on all current problems, local and national as well as international;

Speed up book and pamphlet acquisition to meet new and prospective demands, as in aviation and the vocations related to war industries;

Recognize our country's vital interest in Latin America and the obligation to help North Americans understand their neighbors;

Assume responsibility for increasing the people's interest in subjects of social significance — without deciding for them what opinions they should hold on any question;

Scrap, at least temporarily, our too great respect for a rounded collection — the best books on every subject — and buy what will be most useful now;

Insist on the maintenance of intellectual freedom;

Help to maintain respect for the cultural achievements of all nations, even if some of those nations are now attempting to destroy what we revere;

Be ready to meet quickly and generously the needs of men in and training for the military and related services, inside and outside the camps and stations, insofar as those needs are not met by the Government.—Carl Milam in the *Library Journal*, July, 1940. p. 578-79.

A Glance at Junior College Libraries

JOHN C. SETTELMAYER*

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Probably the most conspicuous educational movement of the twentieth century has been the evolution and growth of the junior college. Started almost forty years ago, this movement has grown, until today the 575 junior colleges in the United States provide the first two years of college education to approximately 200,000 students in forty-four states. That this type of institution is destined to dominate formal education up to the end of the present sophomore year is seldom questioned.

However, except for a few notable cases, the libraries of these colleges have lagged far behind the development of the institutions. This is particularly true of Minnesota, where some boards of education, superintendents, deans and even the faculties have been slow in recognizing the contribution a well-equipped library can bring to instruction. This is shown by a number of facts. For example, it was the practice for a number of years for the high school libraries to serve the junior colleges. It is reassuring to note, however, that the number of such combinations is gradually decreasing.

The greatest impetus to the development of the libraries, as well as the most important recognition of the junior college, was the study conducted by the Carnegie Corporation of New York. The chief purpose of this study was to stimulate the development of junior college libraries. The remarkable extent to which it realized its objective is known to every one interested in this field. Another study of the libraries as a part of the junior colleges has been announced. This project is to be financed by a grant from the General Education Board of New York City, and it is hoped that it will have an effect similar to that of the Carnegie Corporation's study.¹

The objectives of the library are determined by the aims of the institution it

serves. The functions of the junior college are two-fold: preparatory and terminal or vocational. Although the junior college was originally designed to offer the first two years of college education to those students who planned to continue their studies elsewhere, recent statistics show that approximately two-thirds of the junior college students do not continue their formal education.

In our present system of education the library plays an important part. Today, there is a very limited use of the traditional textbook method. Instead the students are required to read a number of books, wholly or in part, in the pursuance of one course. In such a program the library is an integral part of the institution and the librarian is a co-worker with the instructors, aiding them in their common objective—the education of the students.

The objectives of the library in such a program are obvious: to enrich the curriculum as effectively as possible by providing materials to aid instruction, and to stimulate the reading of good books by teaching the students to know, to use, and to appreciate them. In other words, to make the library the center, the dynamo or the laboratory of the institution. To accomplish these objectives the library must have a well-selected collection of books and periodicals, a competent staff alert to the possibilities for library service, and adequate funds for current additions.

STANDARDS

The serious limitations of quantitative standards for judging libraries has been recognized by authorities, and an attempt is being made to devise more reliable means of determining the effectiveness of the library in relation to the institution. The present tendency is to prefer functional to quantitative standards. Desirable as such performance standards may be, they are as

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¹"Plans for Studying the Junior College," *School and Society*, 51:142-3. February 3, 1940.

yet not completely practical, so that we are still obliged to use the quantitative measures in an effort to arrive at qualitative evaluations.

Current practices of junior college libraries, as reported in recent studies, form the bases for comparisons in this analysis.

How then do the Minnesota junior college libraries fare when compared with national norms? The variations in the age and type of these libraries makes comparisons on the basis of the statistics at hand difficult and unreliable. Three of the eight libraries reporting are combinations of high school and junior college libraries; two have been only recently established; and only three, namely, Duluth, Rochester and Virginia have organized separate libraries. Although the figures for different institutions are not comparable, they do present, to a certain degree, a picture of the junior college libraries of Minnesota.

COLLECTIONS

One of the first prerequisites for good library service is an adequate collection of books selected to meet the needs of the institution it serves. Therefore, the library is limited in its effectiveness by the quality and quantity of its book stock.

What then constitutes an adequate book collection for junior college libraries? Mere numbers cannot be taken as criteria, for they, per se, give no indication as to the quality and suitability of the books. The quality of a library's book collection can be determined by checking its holdings against accepted standard lists, such as Mohrhardt's *List of Books for Junior College Libraries*, etc. According to this method the quality of a library's collection is determined by the number of titles it has on such lists. It is evident, through the absence of this data in the statistics, that a detailed examination of the book collections in Minnesota junior colleges can not be undertaken in this study.

Assuming that the book collections in the Minnesota junior college libraries are of high quality, how adequate are the collections on a quantitative basis? In other words, do they have a sufficiently large

number of books of good quality to meet their needs?

Junior college libraries serving 500 students or less, according to accepted standards, should have basic collections of 10,000 well-selected volumes which should be assembled within three years, and have an average annual increase of 500 volumes. On the basis of these figures, it is evident that the Minnesota junior college libraries, with the exception of Virginia, do not have adequate book collections.

Statistics on the periodicals currently received by the junior college libraries are not given in the data, but it must be remembered that they constitute an important part of a library's collection. Periodicals serve a two-fold purpose in the library; the current issues are admirably suited for recreational reading, especially in these times of world crises; and the back issues form the backbone of a library's reference collection. A junior college library should subscribe to approximately seventy well-selected periodicals according to current practices.

CIRCULATION

The test of the effectiveness of a library is the extent to which it is used, but use is the most difficult phase of library activity to measure accurately. The circulation figures represent only a part of the use, for in every library there is a large and varying amount of use that is never recorded. There are many factors which influence the use of a library and make use an unreliable index of the library's effectiveness. The circulation of reserve books, for example, varies with the method of instruction and the length and frequency of assignments. It must be remembered that the multiplication of required readings does not usually cultivate or encourage good reading habits.

Although circulation figures cannot be relied upon too heavily for an accurate picture of the effectiveness of a library, it is interesting to note that the books borrowed per student for home use varied with the size of the collection; the larger the collection, the greater the use.

STAFF

The two most important factors in a library are the book collection and the staff. Each of these factors, to a certain degree, restricts the effectiveness of the other. A good staff is limited by the adequacy of the book collection, and conversely, the effectiveness of a good collection is limited by the size and competence of the staff. If the number of professional employees is not adequate, the library is handicapped and cannot perform its obligations to the institution effectively. In cases where the library is under-staffed the directional and interpretational functions of the library are usually sacrificed for the technical processes involved in making the books available.

Educators and librarians agree that the work of a junior college library requires at least one professionally-trained librarian. Ten years ago, when the demands on the library were not as great as they are today, the Junior College Round Table of the American Library Association resolved that junior college libraries serving 500 students or less should have two professional librarians.

It is obvious that the junior college libraries in Minnesota are under-staffed according to these figures. Except for the Virginia Junior College Library, the libraries have only one professional librarian. More trained assistance is needed if these libraries are to realize their objectives. A glance at the statistics for the college and teacher college libraries of the state shows that they are more adequately staffed to serve, in some cases, student bodies comparable in size to those of the junior colleges. In addition, the junior college libraries have been established only recently and they are still in the process of assembling their basic collections. It is evident that there is a greater need for professional assistance during the period of organization than later when the library is established.

Clerical and student help cannot be a substitute for professionally-trained librarians. Frequently, the administration and direction of such non-professional assistants who work but a few hours a week, takes precious

time away from the librarian's work of interpreting the library to the students and faculty.

FINANCES

All library activity is dependent upon the amount of money available for library purposes. A library cannot function effectively if it is restricted by an insufficient appropriation. The amount of money required for good library service depends upon the aims of the institution, the methods of instruction, and the completeness of the book collection. The funds needed by libraries serving different institutions vary. However, it has been found that a junior college library cannot give effective service if it receives less than eight per cent of the institutional budget. The percentage of the Minnesota junior college incomes allotted to the libraries is much below this figure in five of the eight libraries reporting their statistics. Again it must be remembered that eight per cent is for established libraries. The need for larger amounts during the first years is so evident it requires no further comment.

For junior college libraries serving 500 students or less it is recommended that they spend \$6,500 per year for books and periodicals during the first three years to assemble their basic collections. After that period, the libraries should spend not less than \$1,500 a year for these items. With few exceptions, the junior college libraries of Minnesota spend less than \$1,500 a year for books and periodicals even though some of them have not been organized for three years. That many of the inadequacies of the libraries are directly traceable to insufficient financial support cannot be questioned.

CONCLUSIONS

The Minnesota junior colleges have only recently established their own libraries. Except for a few cases, the libraries are under-staffed; their collections are inadequate; and they do not receive the proper financial support. These ills must be corrected if the libraries are to become an integral part of the junior colleges.

COLLEGE LIBRARY STATISTICS, 1939

COLLEGE YEAR 1938-1939

COLLEGE LIBRARY	LIBRARIAN	Student Enroll-ment	Number Faculty Members	CIRCULATION			EMPLOYEES NUMBER OF			Hours per Week	Number of Days Vacation with Pay
				Volumes in Library	Volumes Lent for Home Use	Reserved Book Loans	Professional	Sub-professional	Chief Librarian		
Augburg	Selma A. Storien	450	36	18,500	1,200	5,400	3	1	1	1,102	42
Carleton	Robert W. McEwen	857	108	126,625	27,577	46,663	3	2	0	2,400 ²	40
Concordia	Leonora Hallan (acting)	512	36	25,809	6,390	13,523	1 1/2	1	0	2,100	40
Gustavus Adolphus	Mrs. Victoria Johnston	538	35	27,740	9,769	28,444	1	0	6	1,700	38
Hamline	Anna C. Lagergren	690	48	38,811	13,451	29,418	3	0	5	1,700	40
Macalester	Helen Stratte	703	45	29,000	8,000	26,000	3	0	0	2,200	40
St. Benedict	Sister M. Henrita	237	41	18,699	10,658	32,119	3	1	1	1,700 ³	39
St. Catherine	Sister Marie Jose	874	63	57,102	35,099	28,500	2	0	22	3,000 ³	42
St. John's	Rev. B. J. Stein	441	80	62,241	22,638	40,294	2	0	2	2,196	48
St. Olaf	Alf Houkom	1,136	42	47,832	10,710	26,781	2	1	15	2,196	48
St. Scholastica	Sister M. Denise	402	49	25,255	10,710	26,781	2	1	7	2,196	44
St. Teresa	Sister M. Eone Kling	709	43	28,630	9,673	13,210	2	1	0	3	42
St. Thomas	Leonard J. Rogge	723	51	30,111	13,141	15,100	34	0	0	32	41
High		1,136	108	126,625	35,099	46,663	3	3	2	3,000	48
Median		690	48	29,000	10,684	26,390	2	1/2	0	2,100	41
Low		237	35	18,500	1,200	5,400	1	0	0	1,102	38

TEACHERS COLLEGES

Bemidji	Eileen Thornton	3375	355	16,938	28,914	6,708	2	0	0	10	2,100 ⁶	40
Duluth	Mary L. Ober	5305	485	21,227	37,655	6,708	2	0	0	1814	2,100 ⁶	39
Mankato	Emma Wicking	7025	535	23,712	41,990	8,945	2	2	0	3	2,100 ⁶	37 1/2
Moorhead	Sarah C. Hougham	6805	455	20,600	14,001	24,332	2	1	0	3	2,200 ⁶	40
St. Cloud	Edith E. H. Grandis	8638	555	40,945	65,712	18,561	4	0	3	4	2,300 ⁶	44
Winona	Mildred L. Engstrom	4285	465	23,760	23,524	24,352	2	0	0	18	2,100 ⁶	39
High		863	65	20,945	69,712	24,352	4	2	0	18	2,300	44
Median		605	48	22,479	33,284	13,753	2	0	0	4	2,125	39
Low		337	35	16,938	14,001	6,708	2	0	0	3	2,100	37 1/2

JUNIOR COLLEGES

Duluth	Helen Bennett ¹⁰	422	18	6,558	10,908	1,960	1	0	0	2	1,960	40
Ely ¹²	Vida L. Thomas	178	7	12,788 ¹²			1 1/2	0	0	5	1,800 ¹²	40
Eveth ¹²	Margaret E. Moore	307	18	9,856 ¹²			1 1/2	0	0	8	1,800	35
Hibbing	John Settelmayr	571	28	4,317	9,552	18,680	1	0	0	314	2,001 ¹⁵	50
Itasca ¹²	Bonita Damon	203	8	6,899 ¹²	2,574		1 1/2	0	0	4	1,600 ¹²	40
Rochester	Elizabeth A. Kneip	238	13	3,221		3,221	1	0	0	314	630 ¹⁸	44
Virginia	Wave Noggle	455	31	12,162	13,238	9,509	2	0	1	1614	2,300	39 1/2
Worthington	Ruth E. Rorstad ¹⁷	159	7	2,056	2,000		1	0	0	1	1,575	48
High		571	31	12,788	13,238	18,680	2	0	0	16	2,700	50
Median		272	15	6,728	9,552		1	0	0	3	1,800	40
Low		159	7	2,056	2,000	3,221	1	0	0	1	630	35

¹Alice Gay, Acting Librarian 1938-39.

²Salary of Acting Librarian.

³Includes or is based on contributed services.

⁴Librarian serves only in advisory capacity.

⁵For regular session only.

⁶Receives additional salary for summer session.

⁷No vacation. Serves through summer session with pay.

⁸Salary is for 11 months.

⁹Salary is for 10 1/2 months.

¹⁰Mrs. Grace Morrison was librarian for period covered by report.

¹¹Employed for regular school term only.

¹²Combination school and college library. Data includes school library.

¹³Reigned Dec. 23, 1939.

¹⁴WPA or NYA.

¹⁵Salary for 12 months.

¹⁶Represents salary of person in charge of college department.

¹⁷Mary E. Williams was librarian for period covered.

MINNESOTA LIBRARIES

COLLEGE LIBRARY STATISTICS, 1939

COLLEGE YEAR 1938-1939

	RECEIPTS			EXPENDITURES						
	College Allotment to Library	Per cent of Income to Library	College Income	Staff Salaries	Student Service	Books, Periodicals, Binding	Book Expenditures per Student	Other	Total	Library Expenditure per Student
LIBERAL ARTS COLLEGES										
Augsburg	\$ 81,047	2.6	\$ 1,000	1,291	270	500	1.11	15	2,076	4.61
Carlton	19,419	4.0	2,008	9,693	937	10,192	11.89	605	21,427	25.00
Concordia	5,460	5.1	38	2,983	519	1,372	5.19	623	5,498	10.74
Gustavus Adolphus	6,649	8.5	0	2,200	1,651	2,798	5.20	0	6,649	12.16
Hamline	7,023	3.7	0	3,700	400	2,286	3.31	383	6,969	10.10
Macalester	11,110	3.3	150	3,730	1,000	5,345	7.60	1,035	11,110	15.80
St. Benedict	6,750	6.9	90	8,461	390	1,370	5.78	119	6,840	28.86
St. Catherine	18,172	4.1	426	3,730	6,496	8,150	9.33	202	18,578	21.46
St. John's	14,962	4.9	0	6,870	1,359	3,200	7.26	349	3,550	8.05
St. Olaf	6,092	4.9	0	1,324	324	5,190	4.57	0	14,962	13.17
St. Scholastica	9,263	5.4	484	1,830	3,557	2,517	6.26	3,251	6,092	15.15
St. Teresa	19,419	8.5	2,008	9,693	6,496	3,601	4.98	759	9,747	13.48
High	7,023	4.5	90	3,730	937	10,192	11.89	3,251	21,427	28.86
Median	2,076	2.6	0	1,291	270	500	1.11	0	6,904	13.32
Low									2,076	4.61
TEACHERS COLLEGES										
Bemidji	137,140	4.8	0	3,700	679	2,218	6.58	0	6,597	19.58
Duluth	180,000	5.4	200	5,599	0	3,131	5.90	229	9,159	17.28
Marquette	212,636	3.9	0	4,583	550	2,891	4.12	287	8,312	11.84
Moonhead	184,498	4.4	0	5,283	525	2,147	3.16	135	8,190	12.04
St. Cloud	271,395	6.0	2,884	10,399	1,164	2,983	8.09	584	19,133	22.17
Winona	170,319	4.1	0	3,997	474	1,946	4.44	510	6,926	5.31
High	271,395	6.0	0	10,399	1,164	2,983	8.09	584	19,133	22.17
Median	182,249	4.6	0	4,983	537	2,554	5.17	516	8,251	16.54
Low	137,140	3.9	0	3,700	0	1,946	3.16	0	6,597	11.84
JUNIOR COLLEGES										
Duluth	61,000	5.4	0	1,960	120	1,220	2.89	16	3,316	7.86
Ely ¹	34,149	8.4	0	1,800	0	918	5.16	0	3,316	15.27
Evela ²	63,255	4	0	2,544	878	1,309	4.26	180	5,221	8.32
Hibbing	116,827	4.9	0	2,700	0	2,900	5.08	100	5,700	9.98
Itasca ³	43,399	6.3	0	1,600	0	1,125	4.73	0	2,725	11.45
Rochester	33,000	5.7	1,039	630	0	1,150	5.67	100	1,880	9.26
Virginia	119,712	8.2	0	4,010	0	4,173	9.18	2,607	10,895	23.95
Worthington	19,029	14.8	0	1,575	90	1,154	7.26	0	2,819	17.73
High	119,712	14.8	0	4,010	90	4,173	9.18	2,607	10,895	23.95
Median	52,194	6	0	1,380	0	1,187	5.12	100	3,012	10.71
Low	19,029	4	0	630	0	918	2.89	16	1,880	7.86

¹Includes or is based on contributed services.

²Represents Carnegie Corporation grant for books.

³Includes Carnegie grant for books.

⁴Combination school and college library; data includes school library.

⁵Represents college library's portion of funds.

NEWS ITEMS

Once in Minnesota

The new radio program *Once in Minnesota* which is being broadcast over WCCO, Minneapolis, Sunday evenings from 7:00-7:30 P. M. has had a favorable public reception since going on the air.

The program is sponsored by the Minnesota Library Association, The Minnesota Congress of Parents and Teachers with the cooperation of the National Youth Administration. All scripts are by the NYA Radio Workshop. The program is made up of a series of thirteen dramatic adaptations of novels by distinguished Minnesota writers.

The programs are broadcast on behalf of the Children's Memorial Library. The purpose of such a library is twofold; first, to bring more books to children in all the communities of the state, especially those who have access to only a limited number of titles in their local libraries; and second, to take books to children living in rural areas without established libraries.

People interested in donating children's books (or money gifts for books) to public libraries, have been advised to consult with their local librarian; while those interested in making books available to rural children without libraries have been advised to send their donations to the Library Division. Or if money, to the Secretary of the M. L. A.

Personnel Changes

Lucile R. Roemer, for the past three years Catalog Librarian of the Library Division, resigned her position on September 1 to go to Duluth where she will reside in the future. Mrs. Roemer has been a valued member of the staff who will be greatly missed by the Library Division. In the three years that she has been on the staff she has re-

classified and re-cataloged the entire book collection which has contributed greatly towards a better book service to the public.

Ardis Jensen, Catalog Librarian on the staff of the WPA State-Wide Library Project, has been appointed temporarily to succeed Mrs. Roemer, and Marie D. Peck to succeed Irma K. Schmalz, Reference Librarian, who had previously resigned.

Margaret Ludenia, former librarian, Morris Public Library, and Florence Powell, former librarian, Moorhead Public Library, have been appointed to supervisory positions on the State-Wide Library Project. Agnes Brown, formerly library assistant, University of Detroit, has been appointed to a supervisory position on the project.

Alice Burnat, Librarian of the Children's Room, Minneapolis Public Library, has been given a three months' leave of absence to be in charge of the list of children's books for the A. L. A. *Booklist*.

Elizabeth Bond of the Minneapolis Public Library staff has been granted a leave of absence to act as temporary editor of the A. L. A. *Bulletin* and publicity assistant.

Mary Grivich, for the past five years librarian of the Mountain Iron public library, has been appointed to a supervisory position on the WPA state-wide library project.

Regional Meeting

The fall meeting of the Arrowhead Library Club was held at the International Falls Public Library September 20 with Miss Agatha Lindner and the library staff as hostesses. Following a general discussion of various library problems, Edith Rechcygl of Virginia gave an interesting account of the A. L. A. meeting in San Francisco. Officers of the Club are: Mrs. Vivian G. Norrid, Eveleth, president; Lynne G. Worth, Duluth, secretary; Mary Grivich, Mountain Iron, treasurer.

Trustee Meeting

The Range Library Trustees Association held its annual fall meeting in Ely, October 10. Prior to the business meeting an interesting program was arranged which included the presentation of book reviews, a one act play, musical selections and dinner. Officers of the Association are: Mr. Fred Cope, Virginia, president, and Mrs. G. V. Jokinen, Kinney, secretary.

Minnesota Receives Gift

The University of Minnesota Library has received 2,325 books, public documents, pamphlets and miscellaneous material from the Library of the *Minneapolis Journal*, which was sold recently to the Minneapolis Star Company. Much which is scarce and valuable both for its reference value and as representative of the stock of a well-organized newspaper library is included. Perhaps the outstanding single item is the typed office index of the *Minneapolis Journal* from May, 1891, through the year 1928. The index is in forty-seven bound volumes and is complete with the exception of 1921, which is missing.

The School of Journalism of the University was presented a large quantity of manuscript material from the *Journal* files illustrating in detail the varied activities of a large city daily over the same period. The gift was received from Carl W. Jones, publisher of the newspaper, and with the co-operation of the Minneapolis Star Company.

New Libraries

An association library was recently organized in Slayton under the sponsorship of the Women's Study Club with financial assistance from the city council. The library was opened to the public on October 18th.

A public library was established in Fosston during the summer months. Members of the board were appointed from representative groups of the community—Women's Club, Business Men's Club and the American Le-

gion Auxiliary. The village council has levied a $\frac{1}{2}$ mill tax to support the library.

Papers

This is to announce that copies of individual papers given at the 1940 annual meeting of the M. L. A. may be obtained for a small charge from the stenotypist, Miss Elsie W. Shephard, 727 5th Ave. S., Minneapolis.

Morley Talk

The Ampersand Club of Minneapolis and St. Paul announces publication of *Friends, Romans . . .* by Christopher Morley, being the talk made by Mr. Morley at the Fiftieth Anniversary dinner of the Minneapolis Public Library in December, 1939.

Five hundred and thirty-five copies have been issued by the Club for the pleasure and edification of themselves, their friends, Morley collectors, friends of the library, and indeed all who have an affectionate regard for the printed word. Copies of the book may be ordered from Paul C. Hillestad, 55 E. 10th St., St. Paul.

Meetings

The midwinter meeting of the A. L. A. will be held at the Drake Hotel, Chicago, December 27-30, 1940.

The 63d annual Conference of the A. L. A. will be held in Boston, June 19-25, 1941.

Obituary

Myra W. Buell, chief of the Branch Division of the St. Paul Public Library, died September 16 in the Midway Hospital where she had been ill since July. Miss Buell organized and developed the County library service which now serves 26 districts in rural Ramsey County. The Shut-in service, which makes books available to persons unable to come to the library, also was developed under her service.

WPA LIBRARY PROJECT

Results of County Library Vote

Three counties in which County Library demonstrations have been conducted during the past two years as part of the WPA State-wide Library Project, voted on establishing a county library system at the November 5 election.

Two of the counties, Blue Earth and Waseca, voted favorably on the issue. The third county, Freeborn, turned it down.

In Waseca a final vote of 2,303 to 1,436 carried the issue, while in Blue Earth the vote was 6,915 for to 5,206 against the question. Freeborn County's vote, the largest of the three, was 6,675 against the measure to 5,393 for it.

Under the terms of the proposal adopted in both Waseca and Blue Earth Counties, "a one mill tax is to be levied on all taxable property in the counties outside of any city or village wherein a free public library is located or which is already taxed for the support of any such library." In Waseca, a one mill tax will raise an estimated sum of \$6,300; in Blue Earth County, \$11,700.

Blue Earth County was the first county in the state in which a WPA County Library demonstration, sponsored by the Library Division of the Minnesota State Department of Education, was organized. Operations began there in November, 1938, and the first book station was opened in January, 1939. Ten book stations have circulated books to a limited portion of the county through the past two years to show how a county library operates. During that period some 41,000 books have been circulated. The campaign for a permanent County Library system was con-

ducted by the Blue Earth County Library Association of which Ray Thompson of Garden City is chairman.

The Waseca County Library demonstration was begun in March, 1939, and only six book stations have been opened in that county, but approximately 40,000 books have been circulated through these stations. The bulk was through the station in the City of Waseca where city residents voted to establish a local library in the elections last spring.

The Waseca County Library Association, under the leadership of Mrs. H. U. Cooper of Waseca, has conducted an intensive campaign for both city and county service during the past two years. Mrs. Cooper gives much credit for success to the intensive work carried on by the 4-H Clubs and leaders, Home Demonstration groups, the Rural Youth, and the rural and city school teachers, and mentions particularly the aid given by Rev. Charles Pobanz of New Richland.

While cities with libraries will not be taxed for the county library system, residents of these were permitted to vote and helped to carry the measure, although, with a few exceptions where the measure was voted down by a close margin, rural areas also expressed their approval of the measure in both counties.

The Board of Commissioners in Blue Earth County made a provisional levy of one mill at their October 8 meeting to carry on the library after the election if the vote was favorable.

The County Library demonstrations will now be withdrawn from these three coun-

ties and the books will be made available to other counties which may need similar demonstrations.

Demonstration Begins in Stearns County

Stearns County is the seventh county in the state to receive a County Library demonstration. Miss Lucille Gottry was transferred to that district to take charge of organizing the demonstration and began work there in September. Headquarters for the demonstration is located in the St. Cloud Public Library, and the project is endorsed by the Library Board and Miss Alma Penrose, librarian.

Up to date, no book stations have been opened but Miss Gottry has been explaining the project throughout the county and in St. Cloud, appearing before various organizations. Before stations can be opened, local sponsorship must be assured. Book drives to add to the demonstration book collection were conducted during Book Week in St. Cloud by the Chamber of Commerce, and in Sauk Center by the Commercial Club. In this county, public libraries are located in

St. Cloud, Paynesville, and Sauk Center leaving 60 per cent of the population without public library service at hand.

Rice County Demonstration Withdrawn

The Rice County Library demonstration was closed in October and the books withdrawn from circulation. Rice was the second county in which the demonstration was organized with work there beginning in January, 1939. At the time the demonstration was closed it was believed that it had served its purpose in the county by arousing citizen interest in county book service and by illustrating what county library service could do to provide books for everyone. A Rice County Library Association had been organized of which John J. Barrett of Lonsdale is chairman. While it was not considered advisable to bring the matter of a county library to vote at the current election, the Association plans to continue its work for library service, and with some WPA assistance intends to carry on a limited book service to the stations set up under the demonstration with books donated in local book drives.

Library Service

"Fortunately, it is in the nature of the situation that the wiser and more farsighted library service becomes, the more generously and permanently it is recognized and supported. Men realize the source of a timely and helpful idea as unerringly and as gratefully as they remember the source of palatable food, and they will support agencies that guide them to such ideas. However disagreeable the conclusion may be, libraries that lack support may as well confront the fact that they are not furnishing the kind of service required by the individuals whom they ought to reach. For the sort of service that is here in view there is no measure of success more relentlessly just in the long run than popular opinion and the resulting appropriation."—W. S. Learned, in his *The American public library and the diffusion of knowledge*. P. 26-27. (N. Y., Harcourt, 1924)

MINNESOTA LIBRARY ASSOCIATION

Forty-eighth Annual Conference

RELLA E. HAVENS

Secretary, Minnesota Library Association

The forty-eighth annual convention of the Minnesota Library Association was held at the Hotel St. Paul in St. Paul, October 20-23. The total number of members and guests registered at the conference was 484, the largest registration in the history of the Association. An analysis of this total shows that 164 members were registered from outside the Twin Cities, 99 from Minneapolis, 94 from St. Paul, 56 students and 74 guests. An attendance of 439 persons was reported at the Business Session, Wednesday morning by Mrs. Corinne Boyd, chairman of Registration.

This year the Association emphasized the organization of sections which was provided for in the Constitution adopted in 1939. The junior members, catalogers and librarians of small public libraries submitted petitions to the Executive Board before the annual meeting and were granted the status of sections. At the conference the trustees, the school and children's librarians, and college librarians accomplished the preliminary steps for the organization of their sections. The reference librarians decided not to organize as a separate section this year since the interests of the majority were overlapping with the college librarians. Likewise, the hospital and institutional librarians wish to make a further study of their group organization known as the Minnesota Association of Hospital, Medical and Institutional librarians in order to determine whether or not it should become affiliated with the Minnesota Library Association.

The college librarians met after the Business meeting Wednesday. Mr. Robert McEwen, librarian of Carleton College presided. Mr. C. E. Ficken, Dean of Macalester College, spoke on the *Function of a College Library as it Looks to a Dean*.

The school and children's librarians met Wednesday afternoon and evening. Miss Marjorie Hearn presided at the afternoon meeting. The speakers were Miss Bernice Jansen, supervisor of kindergarten work in Northern Japan, and Miss Mathilda Heck, supervisor of music in the St. Paul Department of Education. Miss Jean Smith presided at the dinner meeting. Rene d'Harnoncourt, illustrator of *The Painted Pig* and director of Indian Arts and Crafts Board, U. S. Office of Indian Affairs, Washington, D. C., was the guest speaker.

The Catalog section and the Minnesota Association of Hospital, Medical and Institutional Librarians met jointly to hear a delightful talk, *Books and Barges*, by Miss Dorothy Bennett of the University Press. Preceding this joint meeting each group held their business meetings. Sister Marie Jose presided at the Catalog section. Officers elected for the ensuing year are Miss Ruth Rosholt of Minneapolis, chairman, and Miss Lynn G. Worth of Duluth, secretary. Miss Isabelle T. Anderson, librarian of the Ramsey County Medical Society, was elected president and Miss Margaret O'Toole, librarian of the Veterans Administration Facility, Minneapolis, was elected secretary-treasurer of the Minnesota Association of Hospital, Medical and Institutional Librarians.

GENERAL SESSIONS

Registration for the forty-eighth annual convention opened at 4:00 P. M. Sunday. The viewing of exhibits and a smorgasbord immediately preceded the first general session which was called to order by the president, Mrs. Hazel Halgrim of Thief River Falls at 8:30 P. M. in the Continental Room of the Hotel Saint Paul. Miss Perrie Jones,

librarian of the St. Paul Public Library was asked to introduce the Honorable John J. McDonough, Mayor of St. Paul, who extended an official welcome to the members of the Association. The speaker of the evening was Mrs. Mabel Seeley, a well known Minnesota author who chose "What's in a Mystery?" as the title of her talk.

The program for the second general session was sponsored by four groups. The Junior Members section presented Professor Tom Jones of the History Department, University of Minnesota, who spoke on the subject, "*What About Inter-American Cultural Co-operation.*" Professor Jones called attention to the fact that cultural cooperation cannot be built up in a year or two. It can only be achieved as a result of a long-term program.

As their contribution to this session the Small Public Libraries section engaged Mrs. Ann Cawley Boardman to give some book reviews. Mrs. Boardman reviewed at length *The Loon Feather* by Iola Fuller and *Books Alive* by Vincent Starrett.

Miss Isabelle Anderson, librarian of the Ramsey County Medical Library gave a brief history of the Minnesota Association of Hospital, Medical and Institutional Librarians.

Miss Anderson read a paper entitled "What the Hospital Library Service has Meant to Me" prepared by Sister Anna Marie, a hospital patient in St. Paul. John Mattson, a patient at Gillette State Hospital told how much he enjoyed the library at the hospital and how greatly he will miss it when he is dismissed.

Miss Margaret O. Meier, reference librarian at the Duluth Public Library asked Mr. Carl Vitz, Librarian of the Minneapolis Public Library to speak on the subject of Interlibrary Loans.

The interlibrary loan presents a serious problem to libraries, especially the three large public libraries. Mr. Vitz suggested in making an interlibrary loan that the lending library charge a service fee of twenty-five cents for the first book or unit in a single lending transaction and ten cents for each additional book. This fee is less than the actual cost.

Miss Florence D. Love, first vice-president

and president-elect introduced Dr. Harold C. Deutsch, Professor of History at the University of Minnesota, the speaker for the third session, Monday night. In his talk entitled, "Shifting Scenes in Europe," Dr. Deutsch covered a wide scope of events which are influencing conditions in Europe today.

The program for the fourth general session Tuesday morning was planned to be of special interest to library trustees. *Modernizing the Library Building* was the theme. Professor Roy C. Jones, School of Architecture, University of Minnesota, gave an illustrated lecture on library plans. Professor Miles A. Tinker, Associate Professor of Psychology at the University of Minnesota, spoke on Library Lighting. Mr. Ed. Jones of the Lighting Department of the City of St. Paul explained the fluorescent lamp and compared its efficiency and cost with the filament lamp. Mr. Thomas F. Ellerbe, a St. Paul architect and former Library Board member, explained the regulations and conditions under which WPA funds function and the general procedure to follow in making application for this assistance. Miss Ruth Jedermann of the Art Department of the Minneapolis Public Library gave a talk on the use of color in decorating libraries. Miss Lydia Margaret Barrette, librarian of Mason City, Iowa, described the new library building which has recently been erected in Mason City.

The annual dinner of the Association was held Tuesday evening. Following the banquet Mrs. Halgrim introduced Jan Struther, an English writer who is known to us principally for her book *Mrs. Miniver*, a current best seller. Miss Struther spoke on "Changing England." Miss Struther called attention to the fact that during the last twenty years there has been a change of outlook and customs in Great Britain. Men and women between the ages of twenty and forty have become more actively interested in political, social and international work than the people of a generation ago.

A dance sponsored by the junior members immediately followed the banquet. Also following the banquet the Hill Reference Library held an open house.

BUSINESS SESSION

The business meeting of the Association was called to order by Mrs. Hazel Halgrim, president, at 10:00 o'clock Wednesday morning, October 23. Approximately 125 members were present.

It was moved and seconded that the reading of the minutes of the last annual meeting be dispensed with since the proceedings of the forty-seventh annual meeting were published in the December, 1939, issue of *Minnesota Library Notes and News*. Likewise, a motion carried to accept the treasurer's report for 1939 as printed in the same issue of *Minnesota Library Notes and News*.

The treasurer's report for 1940 was read and accepted.*

BALANCE TREASURER'S REPORT FOR 1939

Savings Account	\$195.03
Checking Account	304.52
Total balance	\$ 499.55

RECEIPTS

Membership dues for 1940	\$422.00
Exchange on checks .....	.10
Interest on savings account	1.93
Registration at Milwaukee	40.00
Exhibits at Milwaukee	117.48
Total receipts	\$ 581.51
Total balance	\$1,081.06

DISBURSEMENTS

A. L. A. Contributing membership	\$ 25.00
A. L. A. Chapter dues	24.00
President's allowance	50.00
Secretary-Treasurer's allowance	50.00
Postage	
President	\$ 5.00
Secretary-Treasurer	45.00
Membership committee	1.68
Junior Members' Section	2.00
Trustees' Section	5.45
Miss Baldwin	1.25
Stationery and supplies	28.53
Printing	
Syndicate Printing Co.	\$43.57
Peddler	27.82
Book List	14.20
Telephone	14.25

*Books closed October 19, 1940.

Radio

Once in Minnesota	35.00
Exchange on checks	3.46
Express	1.82

Total disbursements\$ 378.03

Total balance\$ 703.03

Savings account.....\$196.96

Checking account 506.07

\$703.03

Respectfully submitted,

RELLA E. HAVENS, Treasurer.

The Secretary read the following report summarizing the activities of the Executive Board. The Board met four times during the year. In addition to its regular functions of appointing committee and section chairmen and authorizing expenditures of the Board, it acted on petitions from junior members, catalogers and librarians of small public libraries asking that their respective groups be granted the status of a section of the M. L. A. in accordance with the new constitution. A recommendation was made that Mrs. Jennie T. Jennings, former librarian of the St. Paul Public Library, be made an honorary member of the Association. The resignations of Mrs. Rella E. Havens, secretary-treasurer and Miss Adelaide Rood, chairman of the Legislative committee were accepted. The need for a committee on Public Relations was brought to the Board's attention by Mr. Vitz.

Miss Love recommended that the chairman of Exhibits be given an allowance. She suggested twenty-five dollars.

The Council met twice during the year, March 25 and September 9. At the first meeting general plans were made for the program of the forty-eighth annual convention and at the second meeting the details were coordinated.

The report of the Library Planning committee was read by Miss Clara F. Baldwin, chairman. Attention was called to the following points: "At the first meeting . . . it was agreed that the Committee should be a Planning committee only . . . 'Future Plans,' as outlined by Mr. Zimmerman in *Library Notes and News*, September, 1939, was accepted as the basis of activities.

"These projects included, in addition to the WPA library demonstrations already under way, Federal and State Aid, Trustee organizations, Regional Library Associations and Cooperation of Rural Groups. Recommendation of the A.L.A. for an Action committee was considered and it was voted . . . that it was unnecessary for the M.L.A. to set up another committee at the present time, as this might duplicate the work of the Planning committee. . . . The Committee had previously endorsed the State-Wide WPA project, when originally set up and reaffirmed its interest in these demonstrations. . . .

"Since the national defense program has postponed the possibility of federal aid, and conditions in the state are unfavorable, it is believed that this would be an inopportune time to press legislation on either state aid or certification. The Committee is convinced, however, that both state aid and certification are essential factors in raising the standard of library service in the state and recommends that intensive studies along these lines be continued, so that desirable legislation may be promoted at the opportune time.

"A change in the library law to clarify the matter of contracts with adjoining counties is needed. This involves merely a change in wording Section 673, par. 2 (Mason's Minnesota Statutes, 1927) to read 'may' instead of 'shall.'

"We are fortunate in having on our Planning committee a member of the A. L. A. Joint Committee on Library Action and I am asking Miss Morey to present the aims of this committee with recommendations of plans which might be adapted to Minnesota conditions."

A report prepared by Mrs. Claire W. Madden, chairman of the Membership committee, showed that there are 433 individual and 39 institutional members in the Association as compared with 430 individual and 35 institutional members in 1939.

A meeting of Library Trustees was called to order by Mrs. J. R. McConnon, Chairman, of Winona, with an attendance of 30 Trustees. Mr. George Selke, President of the St. Cloud Teachers' College and President of the St. Cloud Public Library Board spoke

on the subject, "Building for Modern Needs." Miss Kathryn Gilbert, a public library trustee from Grand Rapids gave a talk on "How to Finance the Modernization of our Libraries." Mrs. McConnon presented a study of trustee associations in other states and suggested that it might be well for Minnesota to have such an organization. A motion made by Mr. Selke that the trustees assembled organize as a section of the Minnesota Library Association was carried. The following slate of officers was named: Chairman, Mrs. D. A. McKenzie of Crookston; Vice-Chairman, Mrs. E. C. Biller of St. Cloud; Secretary-Treasurer, Mrs. D. L. Grannis of South St. Paul. Mr. Selke moved that the newly-elected officers constitute a committee to frame a constitution for the section. Mrs. McKenzie gave a short talk. Mrs. Clara Tweet Jones of Brainerd acted as Secretary pro tem.

Miss Donna Rosebrock, Chairman of the Small Public Libraries Section, reported that 65 people attended the luncheon Monday. At this meeting a constitution and by-laws was adopted for the section and the following officers elected: Chairman, Miss Irene Heland, Redwood Falls; Vice Chairman, Miss Maud Grogan, Cloquet; Secretary, Miss Gyla Caulfield, Albert Lea; Treasurer, Miss Agatha Lindner, International Falls. This section presented Mrs. Anna C. Boardman as its contribution to the Second General Session. A symposium, "Tried Publicity Methods of Small Libraries" and a panel discussion, "Selected Books of the Year," were the topics of the meeting Monday afternoon.

The following report of the newly elected officers of the Junior Members Section was given by Mrs. Catherine Daly: Chairman, Mr. Arthur Zalkin, St. Paul Public Library; Secretary, Mr. Robert Hoag, St. Paul Public Library; Treasurer, Miss Marguerite Ogden, University of Minnesota Library.

Mrs. Corinne Boyd, Chairman of Registration, reported an attendance of 439 persons at the close of the Fifth General Session, Tuesday evening.

Miss Margaret Meier of Duluth, chairman at the meeting of reference librarians, reported that "The consensus of opinion of those present was that inasmuch as there are so few reference librarians in the state, and

many of them are connected with schools and colleges, and seem therefore to identify themselves with those sections, that the reference librarians should not formally organize and petition the Executive Board to become a section . . . if in the future the need should be felt for organization, or the number of those interested should grow, a petition can then be drawn up." The topic for the afternoon meeting was "Saving our History." To this subject Dr. Grace Lee Nute, Curator of Manuscripts at the Minnesota Historical Society gave a talk on microfilming and Miss Gratia Countryman, Librarian Emeritus of the Minneapolis Public Library discussed the indexing of the *Minneapolis Journal* for the period 1900-1938 which is being accomplished as a WPA Project.

The following report on the results of the balloting for the new slate of officers was presented by the chairman of the Nominating committee, Miss Della McGregor, St. Paul Public Library; the other members, Miss Ruth Hall, Minneapolis Public Library, and Miss Helen Rugg, Hill Reference Library, having concurred:

For President, Miss Florence D. Love of Faribault.

For First Vice-President, Miss Eileen Thornton of Bemidji.

For Second Vice President, Miss Elsie Baker of St. Paul.

For Secretary-Treasurer, Mr. Joseph T. Wheeler of Minneapolis.

For a member of the Voluntary Certification Board elected for a two-year term, Mrs. Mildred Ostvold of St. Paul.

Mr. Ernest Johnson, Chairman of Exhibits, reported that approximately \$235.00 in revenue would be collected from the exhibits.

The report of the Constitution committee submitted by Mr. Harry R. Stritman, chairman, was accepted as read.

"The Constitution Committee reports a very inactive year. No changes were undertaken, and other than those noted hereafter, none are contemplated.

"In order to conform with the changes em-

bodied in the revised constitution and by-laws of the A. L. A. it will be necessary to make certain changes and additions to the constitution and by-laws of the M. L. A.

"Attention is particularly invited to Article VI, Sec. 1a, of the revised A. L. A. constitution which specifies that representatives to the A. L. A. Council are to be elected; and to Article IV, Sections 1a, 5a, b of the By-laws, which concern themselves with the number and certification of Council representatives from each chapter.

"It is recommended that the M. L. A. constitution and by-laws be amended to conform with the revised A. L. A. constitution and by-laws, and that such amendments be embodied in the call for the next annual meeting of the association."

The report of the Resolutions Committee was accepted as read by the Chairman, Mrs. Vivian G. Norrid of Eveleth.

Mr. Lee F. Zimmerman, Minnesota Representative on the A. L. A. Federal Relations Committee, submitted the following report which was read by the secretary.

FEDERAL RELATIONS COMMITTEE REPORT

On May 29 fifteen state representatives met with the A. L. A. Federal Relations Committee in Cincinnati to discuss the status of federal aid legislation and to map out a campaign of continued and increased support.

Senator Thomas has pledged himself to re-introduce and press the bill for federal aid to education including libraries, when the new Congress convenes.

It is felt that the national defense program need not be an obstacle for emphasis can be placed on the increasing need for an informed citizenry to assure wise action in the difficult days ahead.

When the federal aid bill is re-introduced in the new Congress, it will have a new member and possibly a new name. No change in the text is contemplated.

In line with the program as set up by the Federal Relations Committee, I wish to make the following recommendations to the Association:

1. That continued efforts be made by the Association to keep up the interest and ac-

tive support of librarians' and citizens' groups in Minnesota.

2. That this Association reaffirm its endorsement of the legislation for federal aid to education including libraries, recommended by the President's Advisory Committee on Education.

3. That the Association get in touch with its elected representatives to secure their interest and endorsement of the measure.

(Signed) Lee F. Zimmerman,
Minnesota Representative.

Miss Ruth Rosholt gave a resume of the progress of the Children's Memorial Library and urged librarians to write to WCCO and express their appreciation of these programs. They should see that their communities are aware of these broadcasts and what they stand for and encourage individuals also to write to WCCO.

It was moved and seconded that the recommendation from the Executive Board to confer an honorary membership in the Minnesota Library Association upon Mrs. Jennie T. Jennings, former librarian of the St. Paul

Public Library, be approved by the Association.

It was also moved and seconded that the recommendation made by the Executive Board to grant an allowance of twenty-five dollars this year to the chairman of Exhibits be approved.

A letter of greeting from Miss Essae M. Culver, President of A. L. A., was read. "Deeds not words" is the slogan advocated for this year. A plea that all work together toward the goal of freedom and opportunity to read for all citizens was made.

Two letters from St. Cloud were read, one from the Secretary of the Library Board and one from the St. Cloud Chamber of Commerce, extending an invitation to the Minnesota Library Association to hold its annual meeting in St. Cloud in 1941.

A motion to refer the invitation to the Executive Board with the power to act was made and seconded.

On motion duly made and seconded the meeting adjourned.



Audio-Visual Materials

"A completely fresh look needs to be taken at the materials of education in the library, as well as a fresh look at personnel organization; and in both cases the look should be from the point of view of the user and potential user. There is evidence to make us believe that the library's educational influence reaches only a very limited portion of the community, and that one reason is that a predominant part of the materials are of a character that are beyond the comprehension or sphere of interest of a large majority of the people in the community. This means that we must think in terms of printed materials other than books and of materials other than printed materials—especially audio-visual materials."—From the "Fifteenth Annual Report" of the Adult Education Board of the A. L. A. *Bulletin of the A. L. A.* September 15, 1940. P. 533.

BOOKS AND PAMPHLETS

Important Book Lists

ELEANOR DAVIS

Librarian, Library Division

Two booklists recently published by the A. L. A.: *Industrial training for national defense* and *Latin America* are of such timeliness and importance that the Library Division wishes to bring them to the attention of all Minnesota librarians.

Industrial training for national defense, compiled by C. M. Mohrhart, is a 21 page annotated list which forms part two of *The Booklist* for August, 1940.

This list, as stated in its foreword, "has been prepared for libraries, vocational and trade schools and for governmental agencies which are cooperating in the training for national defense programs. It includes the subjects listed in the recent report of J. W. Studebaker, U. S. Commissioner of Education, entitled *Training for national defense*. Among these 27 subjects are: airplanes and airplane engine construction, die-casting, die design and diemaking, foundry work, radio, sheet metal work, shipbuilding, toolmaking and welding.

Public libraries, which report a greatly increased demand for material on these subjects, will find this list of great value in selecting books for purchase. High school librarians in schools which have shops may also wish to purchase from the list.

The Library Division will be glad to supplement the holdings of small public libraries by lending its books on these subjects.

Latin America: books for North American readers, compiled by Betty Adler, is a 12 page annotated list which forms part two of *The Booklist* for October 1, 1940.

This list has been prepared by the A. L. A., as stated in the introduction, in response to "the widespread desire evident in all parts of the United States to know and understand our neighbors to the south. . . . This list is one attempt to provide guidance for individual readers, for classes and clubs, and especially for the small or medium-sized library which is anxious to acquire a selected or well-rounded collection of popular, readable books on the other American republics."

The scope of this list is indicated by some of the headings under which titles are grouped: Mexico, other republics of Central America, A B C republics, other republics of South America, Education, Arts, present political ideologies.

Librarians of both public libraries and high school libraries may well consider many of these titles for purchase.

All librarians who subscribe to *The Booklist* have received both these booklists. Others may obtain them from A. L. A. In addition, the Library Division has recently sent all Minnesota public libraries two mimeographed lists: books selected from these two A. L. A. lists which it has in its library for lending to small public libraries.

A third mimeographed list sent out by the Library Division is *The world of 1940*, books which record or interpret the events of the past year such as *I saw it happen in Norway* by Hambro, *I saw France fall* by Chambrun and *Why Europe fights* by Millis.

*Have you
missed these?*

A random selection of important A.L.A. titles of the past two or three years.

- ☐ AMERICAN LIBRARIANSHIP FROM A EUROPEAN ANGLE. Wilhelm Munthe. 1939. 204p. Cloth, \$2.
- ☐ THE LIBRARY OF TOMORROW. Emily Miller Danton, ed. 1939. 202p. Cloth, \$2.50.
- ☐ HELPING ADULTS TO LEARN. John Chancellor, ed. 1939. 308p. Cloth, \$3.
- ☐ BOOKS FOR SELF-EDUCATION. Sigrid Edge. 1938. 98p. 75c; 10 or more, 60c each.
- ☐ BOOKS THAT HAVE SHAPED THE WORLD. Fred Eastman. 1937. 64p. Cloth, \$1 (To libraries, 90c).
- ☐ BY WAY OF INTRODUCTION, A Book List for Young People. 1938. 128p. Illus. 65c; 10-100 copies, 35c each.
- ☐ SMALL PUBLIC LIBRARY BUILDINGS. John Adams Lowe. 1939. 48p. Illus. \$1.50.
- ☐ SUBJECT INDEX TO HIGH SCHOOL FICTION. Jeanne Van Nostrand. 1938. 67p. 75c.
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